

**THE PH.D. PROGRAM IN COMPARATIVE LITERATURE**

UC Irvine's Ph.D. Program in Comparative Literature prepares the student for a professional career in literary and cultural studies. To this end, we maintain a flexible curricular structure that enables students to make the most of faculty expertise and programmatic strengths in the Department and across the School of Humanities and the campus while also maintaining the freedom to develop independent and innovative projects. The guidelines and regulations laid out here support these goals by ensuring uniform requirements, standards, and evaluation for graduate student performance. They are therefore obligatory and may not be modified without formal action of the faculty and joint faculty of the Department of Comparative Literature.

Comparative Literature allows students to focus their curricula while they are here and secure employment when they are done. A description of all requirements and features is available in the UCI General Catalogue. Although not required to do so, in the course of their studies, Comparative Literature students may elect to follow a course of study consonant with a focus in critical theory, film and media studies, post-colonial and diaspora studies, history and theory of rhetoric, gender and queer theory, and/or psychoanalysis. Students in these specializations enroll in sequences of courses that highlight individual interests and expertise. In consultation with faculty advisors, students may also develop individualized curricula of their own that cut across these and other offerings in the Department and School.

In addition to these fields, there are formal Emphases within the department in Comparative Literature with an Emphasis in a Literary Tradition (Chinese, Classics, East Asian Cultural Studies, French, German, Japanese, or Spanish-see Departmental Emphases, page 9-12) and Translation Studies (see Departmental Emphases, pages 12-13). There are also School of Humanities Emphases in Critical Theory, Visual Studies, the Graduate Feminist Emphasis, and Asian-American Studies, which Comparative Literature students may elect (see page 9).

We also recommend a minor field specialization. Such specializations benefit the student by promoting engagement with a field or methodology outside of the student's main area of specialization. They may be of a national, historical, disciplinary, or methodological nature, with the student of western postmodern literary theory and forms engaging in a focused study of ancient Greek or Roman philosophy, for example, or the student of East Asian languages and diasporic literatures learning anthropological or ethnographic approaches. This optional component of the student's program may be fulfilled through seminar coursework, independent studies, or Qualifying Examination topic.

We also encourage students to investigate other avenues of professional development (e.g. Humanities Out There workshops, participation in self-designed outreach programs, community scholarship programs, organization of or work with faculty on conferences, the development of a reading or film series, internships on- or off-campus). To this end, the Comparative Literature graduate students are engaged actively in reading groups and dissertation writing groups, and sponsor an annual conference in the spring (see the department web site for the topics of past

conferences. The Department also offers a yearly Professionalization Seminar that includes sessions on topics such as: the securing of external funding and grants, getting your first article published, and how to balance teaching and research. Students who participate in these kinds of additional activities both broaden their vision of the profession and enhance their individual profiles.

### **Advising**

Entering students will be assigned a faculty advisor appointed by the Director of Graduate Studies. The Director will try to match the student's expressed interests with the specializations of the Program's faculty. The student is free to change advisors at any time. The advisor normally serves as the chair of the student's M.A. review, which consists of the advisor, at least one other member of the Comparative Literature faculty, and a third member who may be from outside the Department.

### **Course Work**

Although the Program does not require a fixed number of courses, we do provide the following guidelines:

- (1) students who have not done graduate work at another university normally complete at least eighteen (18) courses before the Qualifying Examination. Three (3) of these courses should be taken after the completion of the MA review and should be chosen to lead directly into the Ph.D. exams;
- (2) students who have completed a MA before entering the Ph.D. program should complete twelve (12) courses before the Qualifying Examination. Three (3) of these courses should be taken as pro-seminars after the completion of the MA review (on pro-seminars, see below); these seminars should have minimal requirements arranged in collaboration with the instructor, and should be chosen to lead directly into the Ph.D. exams.

Of these courses, at least half should be taken as seminars, in which the final work is a sustained research paper. There is also a pro-seminar option, which requires a different kind of final work (e.g. annotated bibliography, several short interpretive papers, examination). The requirements of pro-seminar work for pre- and post-MA review students are tailored to suit the needs of the student at the relevant stage of his or her time in the program: For example, third-year students taking pro-seminars to help them toward the Ph.D. exam might compile annotated bibliographies of reading relevant to their exams to fulfill the requirements of a pro-seminar.

Students may also do independent study in a guided reading course. A guided reading course functions as a normal one-quarter course, with a syllabus, regular meetings of the student with the instructor, and required written work. During coursework, students may take up to 3 independent studies, including group independent studies. Students who have special circumstances such as restrictions on courses in their area at UCI may petition the program for additional independent studies.

Students may also take an Arbeitsseminar (or "extended seminar"), in which the student arranges a two-quarter sequence consisting of a regular seminar and an independent studies course (CL 290) for a

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total of eight units. The second course entails a substantial research project and a long paper. With the instructor's permission, the student may choose to receive a grade of IP (in progress) for the first quarter of the sequence, in which case one grade is given for both courses. Students may take one Arbeitsseminar before the M.A. examination and, with permission, a second one after the M.A.

As a professional holding a degree in Comparative Literature, students are reminded that they will be expected to understand Comparative Literature as a broadly diverse field. It will thus be to their advantage to take a wide range of courses in the department or taught by Comparative Literature faculty in other programs. It is advised that students enroll in such courses before the M.A. review, especially, and use the independent study option in the later stages of course-taking.

## **Foreign Language Requirements**

The student of Comparative Literature must demonstrate a command of foreign languages consistent with her or his particular focus of study within the program. One method of demonstration will require advanced competency in one foreign language, consistent with the ability to work on a range of materials in the language. The other will require substantial reading proficiency in a second language, sufficient for purposes of research.

The student will be required to satisfy the requirements for one foreign language before the M.A. review, and the second before taking the Ph.D. Qualifying Examination.

Faculty grading the foreign-language tests will look for facility in overall reading comprehension. Of special importance will be accuracy in translating verb forms (reflexive, tenses, and modes, for example). Basic sentence structures must be clear (subject, object, indirect object); accurate rendering of key vocabulary words for the reading selection is necessary (e.g. a mistranslation of a key term for the reading is more problematic than a mistranslation of less central terms). The amount of time taken and the length of the text will also be assessed so that the grader is assured of the student's ability to work easily with more than textual sound-bites.

## **The Process of Satisfying the Foreign Language Requirements**

Each foreign language requirement can be satisfied by any one of the following options. However, the two language requirements must be satisfied using different options.

1. A blind test, two hours long, with dictionary, designed to assure substantial reading proficiency in academic writing and critical material required for research. The test may be retaken.
2. An examiner approved by the Director of Graduate Studies will select a previously untranslated text of approximately 50 pages, and give students up to two months to prepare. The examination itself will consist of a blind test, two hours long, with dictionary. of a set of passages from the text. The test may be retaken.
3. A graduate course or Independent Study course, approved by the Director of Graduate Studies, in which a major portion of the texts are read in the foreign language.

4. A translation project. The student will translate a previously untranslated text of 15-20 pages under the supervision of a faculty member approved by the Director of Graduate Studies. The translation must be accompanied by an introduction. Work done in the Translation Workshop course (CL220) or the Translation Theory course (CL200B) may be submitted, but must be assessed and passed by the supervising faculty member (who will not necessarily be the faculty instructor of the course). Translations will be of the source languages' alphabetic scripts.

5. Advanced competence in a language not offered at UCI, or not offered at the level or on a schedule required by the student's work, can be satisfied by the equivalent of three years of study in the language in programs approved by the Director of Graduate Studies.

### M.A. Review

The purpose of the MA. Review is to confirm that the student is prepared to proceed with the next step in the doctoral program: the Ph.D. Qualifying Examination. Students who enter the program with a B.A. or other bachelor's degree and students who enter the program with an M.A. or other Master's degree must participate in an M.A. Review before proceeding to the Ph.D. Qualifying Examination.

For students entering with a B.A., the M.A. Review is normally taken during the quarter in which the student completes nine courses or in the following quarter. At least one foreign language requirement must be completed prior to the M.A. Review. Taking the M.A. later than the fifth quarter of residency requires the permission of the Director of Graduate Studies. The student will form an M.A. Review committee at least eight weeks before the review. At least two of the members of the three-member M.A. examination committee must be Comparative Literature or joint faculty; the third member may be from outside the Department. The Chair of the M.A. committee is normally the student's advisor.

The M.A. paper is a polished research paper that has undergone revision. Typically it will be a somewhat more ambitious or expanded version of a seminar paper. The student will revise the paper by sharing the paper with the 3 members of the MA review committee, and obtaining comments from at least 2 of those 3. The student will submit the final version of the revised M.A. paper to the committee at least three weeks before the examination. Before the M.A. Review is scheduled, the student's advisor will confirm that the paper is acceptable to the M.A. committee. Along with the paper, the student submits a Statement of Purpose outlining past and future course work, preliminary plans for the Qualifying Examination, and perhaps some thoughts about a dissertation topic.

The examination consists of a one hour discussion of the student's Statement of Purpose and revised paper. The student may begin with a brief presentation, augmented by comments from the advisor. In practice the examination resembles an extended advising session, with particularly close attention to the student's paper and plans for the Ph.D. Qualifying Examination.

The student is informed of the outcome of the M.A. Review at the end of the session. The M.A. committee will either award the M.A. and permit continuation toward the Ph.D. without conditions or fail the student.

Within three weeks of the M.A. Review, the student's advisor submits in writing a summary of the discussion and the M.A. committee's recommendation. The advisor's summary of the M.A. Review is made available to the student and included in the student's file. In the event of a negative decision, the report is sent to the Graduate Committee for discussion and possible action.

Students who have completed previous graduate work when they enter the program—for instance, an M.A. from another institution—may proceed to the M.A. Review as soon as the third quarter of enrollment in the program. The procedure for preparing and conducting the M.A. Review is otherwise the same for students who already have a Master's degree. All students, whether or not they have previous M.A.'s, receive an M.A. in Comparative Literature from UC Irvine upon a completion of a successful M.A. Review.

All students must be advanced to candidacy for the M.A. at least one quarter before taking the degree. The deadline for filing is thirty days before the beginning of the degree quarter. {Note: students who plan to take the degree in the fall quarter must file thirty days before the end of the preceding spring quarter.}

Immediately after the M.A. examination, the student begins planning for the Ph.D. Qualifying Examination.

### **The Ph.D. Qualifying Examination**

#### **Preparation**

The Ph.D. Qualifying Examination is usually taken at the end of the third year or during the fourth year of graduate study. The examination is based on four topics formulated by the student in consultation with the faculty members who make up the examination committee.

The examining committee will consist of four members, with a fifth member from outside of the Department added at the time of the oral examination. More than one examiner may be responsible for one topic. The Chair or Co-Chair of this committee must be a Comparative Literature faculty member or joint faculty member, and a majority of the committee must be Comparative Literature or joint faculty.

The student should complete the process of drawing up a list of topics and consulting with the examiners at least six months before the examination. The examining committee will meet at this time with the student to make final suggestions and to approve the list of topics. In its final form, each list should include a one-page headnote (single spaced between 250-500 words) and a reading list. Though there is no fixed rule as to the amount of material to be covered on an individual topic, each list should conventionally contain between 30-50 texts, for a total number ranging between 120-150 works. The number of texts should be adjusted in relation to genre for example, a larger number in relation to poetry, a smaller number in relation to novels, etc.

Although the headnotes may undergo some changes until one month before the examination, the reading lists should be established at the committee's meeting with the student about six months before the examination. A minimum participation of 3 members for the list meetings is required, if for emergency reasons, not everyone can make it. Any further changes in the reading lists will have to be

approved by the examining committee before the call for questions is issued a month before the examination.

### **Examination Topics**

The Ph.D. examination serves the following purposes: it reflects the student's identification of a likely professional field; and it prepares in various ways for the dissertation, including by providing depth and breadth of knowledge.

#### **I.**

The examination requires the preparation of four topics. The first topic reflects the student's identification of her or his likely professional field. The other three topics are areas converging toward the dissertation from various angles, listed here in alphabetical order.

#### **I. Major Field**

This list reflects the area of expertise that will constitute the student's professional profile in the later career. Typically, this list will reflect a historical period, a segment of a national culture, literature, or medium, a comparison of regional, national, and global cultures, literatures, or media of the same era, a literary, visual, acoustic, or textual genre, or some other significant area of professional knowledge, such as critical theory or rhetoric, which the student will claim to have covered with a coherent, sophisticated overview. The major field can be specific to one medium (for example, the literary, the cinematic, or the digital), but it can also embrace differing media individually or in multimedia formats. The MLA Job List or other professional job advertising vehicles may provide suggestions for major field topics.

#### **2. Secondary Field**

This list will reflect a field that is allied importantly to the major field, and provides additional breadth or depth. The secondary field may either broaden the major field or *give* it a more specialized context or augment its intellectual scope in some other way. It may reflect such topics as a literary movement, a thematic current, a specific historical development or formation, an area of intellectual history, the history of a genre or development of a medium, etc. The secondary field list must avoid replicating elements of the major field list.

#### **3. Special Topic**

This list will reflect a student's specialized research and dissertation interest, and will therefore focus on a more highly specialized area of exploration within the major field list. Optimally, this list will provide the specialized expertise required to make the student's dissertation topic unique.

#### **4. Theory**

This list will generally be comprised of readings in a particular theoretical area related to the dissertation. Alternatively, students whose dissertations require preparation in adjacent fields (e.g., anthropology) or in particular methodologies (e.g., film theory; theories of modernism) may undertake such preparation in this list. This list may add an interdisciplinary dimension to the dissertation project.

**II.** One or more of the lists should additionally exhibit the following features:

- 1) historical breadth or continuity that will give the topic either genealogical depth or chronological extension into its later manifestations
- 2) generic diversity to assure that students have experience with more than one genre
- 3) work that reflects competency in at least two national languages
- 4) some address to problems of ideology, gender issues, ethnicity, or minority discourses

**III.** If the student is participating in the Critical Theory Emphasis, the Graduate Feminist Emphasis, the Asian American Studies Emphasis, the Translation Studies Emphasis or a course of study with another department (e.g. Emphasis in Chinese Language and Literature, Classics, East Asian Cultural Studies, French, German, Japanese Language and Literature, or Spanish), the expectations of these emphases should be reflected in the Qualifying Examination lists.

### **The Examination Process**

The examination will have a written and an oral part. The student may distribute the topics between the oral and the written parts with 2 written essays on two of the four topics, and one oral of 2 hours on the other two topics.

The written part of the examination is taken first, with 7 days allotted for each topic: that is, the student picks up the questions for the written topic on one day and turns in an answer of approximately 15 and no more than 20 double-spaced pages at the same time seven days later. The written part of the examination takes place during a period of no fewer than eighteen and no more than thirty-five days.

Between the completion of the written exam and the scheduled oral, the chair of the student's committee will write to the other committee members to ask whether they are satisfied with the written exam to proceed to the oral. The written exam must raise extremely serious doubts in order for a faculty member to suggest not going on with the oral. The chair may also wish to solicit ideas and questions from the written exam from the other members at this time.

The oral examination will normally held no later than one week after the two written exams are completed, and will be two hours long. The student may expect to answer questions on aspects of the written examination as well as on the topics that have been reserved for the oral. The student and her or his chair will decide how to conduct the oral: whether all faculty will be able to ask questions at any time, or whether to assign different areas covered to specific faculty who will lead those portions of the exam, while others also participate. The student and her or his chair will also decide whether at the beginning of the oral exam the student will give a brief (10 min.) presentation. In such a presentation, the student may update the committee on the state of her or his project by reflecting on her or his findings from studying the works on the lists or otherwise relating the exam to the possible dissertation project.

The examination committee may: a) pass the student; b) fail the student; c) recommend that the candidate repeat the examination (either in oral or in written form) on one or more of the topics; d) recommend remedial work (a course, an annotated bibliography, a formal essay, etc.) on one or more of the topics. The candidate does not qualify for candidacy until the examination committee rules that the entire examination has been completed satisfactorily.

### **Dissertation Prospectus**

After passing the qualifying examination, the student forms a dissertation committee of three faculty members, chaired or co-chaired by a member of the Department of Comparative Literature. The student formulates a dissertation topic in consultation with this committee. Within the quarter following the completion of the Qualifying Examinations, the student and dissertation committee will meet over a rough draft of the prospectus. The purpose of this meeting is to collect ideas and suggestions for a final draft of the prospectus. The final prospectus (generally 10-20 pages, with a preliminary bibliography) must be submitted within two quarters following the completed Qualifying Examinations.

### **Progress to Degree after Qualifying Exams**

UC Irvine's Office of Research and Graduate Studies recommends that students complete their dissertations within a maximum of nine (9) enrolled quarters after the Ph.D. qualifying exam has been taken (not including leaves of absence). Students who are nine quarters beyond the exam and have not filed for completion of the degree are tracked closely and strongly discouraged by the campus. We are of course aware that it may not always be possible to finish the Ph.D. on this schedule. Nonetheless, students who are in exceptional circumstances must communicate these circumstances to the Graduate Program and work toward a viable plan for completing the degree.

Thus, students in the seventh enrolled quarter beyond the Ph.D. exam will receive a letter from the Director of Graduate Studies requesting that the student and her or his advisor formulate a plan for completing the dissertation within the current academic year, if at all possible, and forward this plan, including a timeline for completing remaining chapters, to the Director of Graduate Studies, who will do his or her best to help the student with any obstacles that so far have obstructed progress. The Director of Graduate Studies and the Graduate Committee may follow up based on the timeline submitted.

Students who do not complete plans on the timeline submitted without further, serious extenuating circumstances, may, following consultation between the Director of Graduate Studies, the Graduate Committee, and the student's advisor, receive a grade of "U" for Unsatisfactory Progress, with a letter explaining reasons for the grade. The Director of Graduate Studies will then request a meeting with the student and advisor to discuss options for finishing the dissertation. Unless the student decides to withdraw from the program, this meeting will result in a second, binding plan for completing the dissertation on an agreed-upon schedule. Students working under the terms of the new agreement regarding the schedule will be considered to be in good standing in the program as long as they adhere to the terms of the agreement and will receive grades of "S." Students who fail to adhere to the terms of the agreement may receive a second grade of "U." A second "U" at any point indicates persistent unsatisfactory progress, and academic disqualification measures may ensue.



It is technically possible for students who enter the program with the M.A. to be seven enrolled quarters beyond the Ph.D. Qualifying Examination and yet within normative time to degree. Since taking more than seven quarters to complete the dissertation may indicate problems with the dissertation process, regardless of impact on time to degree, students in this situation will also receive a letter from the Director of Graduate Studies requesting a plan for completion. No student will, however, receive grades of U unless she or he has been in the program for more than six enrolled years.

Students should be advised that after completing the Ph.D. Qualifying Examinations by the end of the fourth year of enrollment, and after having the dissertation prospectus approved by the dissertation committee within two quarters of the completed exams, dissertation work should begin immediately, as completion of all requirements including the dissertation is expected by the end of the sixth year of enrollment.

The student should work out a schedule and procedure for submitting the dissertation chapters to the Chair of the committee and to committee members for review and comment; all members of the committee must be apprised by the Chair of the procedure (e.g. whether drafts will be seen as they are written just by the Chair or by all members, whether revisions will be undertaken immediately or when a complete draft has been written, etc.). After initial revisions have been undertaken, the student must submit the completed draft of the dissertation to the Chair and committee members no later than two (2) months before the deadline for filing for the degree in any given quarter. Committee members are obligated to review and communicate comments and suggestions for revisions to the student no later than one (1) month before the deadline for filing the degree in that quarter. Draft dissertations that are not received by the Chair and committee members at least two (2) months before the deadline for filing for the degree may not be read in time for the proposed deadline; students submitting materials within two months from the deadline for filing for the degree must thus reckon with having to file the following quarter (and paying additional fees).

### **School-wide Emphases in Asian American Studies, Critical Theory, Feminist Studies, and Visual Studies**

School-wide graduate emphases are available in Asian American Studies, Critical Theory, Feminist Studies, and Visual Studies. For information, consult the individual program websites:

Asian American Studies: <[www.humanities.uci.edu/aas/grad.html](http://www.humanities.uci.edu/aas/grad.html)>

Critical Theory: <[www.humanities.uci.edu/cte](http://www.humanities.uci.edu/cte)>

Feminist Studies: <[www.humanities.uci.edu/WomensStudies/grad.html](http://www.humanities.uci.edu/WomensStudies/grad.html)>

Visual Studies: <[www.humanities.uci.edu/visualstudies/program/grad\\_em.html](http://www.humanities.uci.edu/visualstudies/program/grad_em.html)>

### **Departmental Emphases**

Students interested in completing one of the Departmental Emphases (see page one above) will submit to the Director of Graduate Studies in Comparative Literature an application for the Emphasis, and the Ph.D. Program in Comparative Literature will track the students' progress and fulfillment of the Emphasis requirements. Upon graduation, students will receive a letter from the Director, certifying completion of the Emphasis.

### **Emphasis in Chinese Language and Literature**

#### **I. Courses:**

Students will take five graduate courses in Chinese Language and Literature. Cross-listed courses--e.g., courses cross-listed with Comparative Literature---will count towards the Emphasis.

#### **II. Qualifying Examination:**

The Emphasis must be demonstrated in one of the four examination areas. One member of the student's examination committee will normally be from the Department of East Asian Languages and Literatures.

#### **III. Dissertation:**

One member of the student's dissertation committee will normally be from the Department of East Asian Languages and Literatures.

### **Emphasis in Classics**

#### **I. Courses:**

Students taking this emphasis must have mastery of at least one Classical language. Students will take five graduate courses in Classics. Cross-listed courses--e.g., courses cross-listed with Comparative Literature--will count towards the Emphasis.

#### **II. Qualifying Examination:**

The Emphasis must be demonstrated in one of the four examination areas. One member of the student's examination committee will normally be from the faculty of the Tri-Campus Graduate Program in Classics.

#### **III. Dissertation:**

One member of the student's dissertation committee will normally be from the faculty of the Tri-Campus Graduate Program in Classics.

### **Emphasis in East Asian Cultural Studies**

#### **I. Courses:**

Students will take five graduate courses in East Asian Languages and Literatures. Cross-listed courses--e.g., courses cross-listed with Comparative Literature--will count towards the Emphasis.

#### **II. Qualifying Examination:**

The Emphasis must be demonstrated in one of the four examination areas. One member of the student's examination committee will normally be from the Department of East Asian Languages and Literatures.

### **III. Dissertation:**

One member of the student's dissertation committee will normally be from the Department of East Asian Languages and Literatures.

### **Emphasis in French.**

#### **I. Courses:**

The student will take five graduate courses in French. Cross-listed courses--e.g., courses cross-listed with Comparative Literature--will count towards the Emphasis.

#### **II. Qualifying Examination:**

The Emphasis must be demonstrated in one of the four examination areas. One member of the student's examination committee will normally be from the Department of French and Italian.

#### **III. Dissertation:**

One member of the student's dissertation committee will normally be from the Department of French and Italian.

### **Emphasis in German**

#### **I. Courses:**

Students will take five graduate courses in German. Cross-listed courses--e.g., courses cross-listed with Comparative Literature--will count towards the Emphasis.

#### **II. Qualifying Examination:**

The Emphasis must be demonstrated in one of the four examination areas. One member of the student's examination committee will normally be from the Department of German.

#### **III. Dissertation:**

One member of the student's dissertation committee will normally be from the Department of German.

### **Emphasis in Japanese Language and Literature**

#### **I. Courses:**

Students will take five graduate courses in Japanese Language and Literature. Cross-listed courses--e.g., courses cross-listed with Comparative Literature--will count towards the Emphasis.

#### **II. Qualifying Examination:**

The Emphasis must be demonstrated in one of the four examination areas. One member of the student's examination committee will normally be from the Department of East Asian Languages and Literatures.

#### **III. Dissertation:**

One member of the student's dissertation committee will normally be from the Department of East Asian Languages and Literatures.

### **Emphasis in Spanish**

#### **I. Courses:**

Students will take five graduate courses in Spanish. Cross-listed courses--e.g., courses cross-listed with Comparative Literature--will count towards the Emphasis.

#### **II. Qualifying Examination:**

The Emphasis must be demonstrated in one of the four examination areas. One member of the student's examination committee will normally be from the Department of Spanish and Portuguese.

#### **III. Dissertation:**

One member of the student's dissertation committee will normally be from the Department of Spanish and Portuguese.

### **Emphasis in Translation Studies**

#### **I. Courses**

Students will take 5 courses that deal with issues of translation theory, the practice of translation, and the student's specific area of study: I CL 200B: Theories of Translation seminar; 3 translation-

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workshops (2 CL 220s: Translation Workshops + 1 CL 290: Independent Project in Translation); and 1 course specific to field and literature of choice (e.g. with readings in the major-focus language; this course may be taken in either Comparative Literature or in another department). Students electing the Emphasis will be working in languages in which the supervising faculty have competence.

### II. Qualifying Examinations

The Emphasis must be demonstrated in one of the four examination areas. One member of the student's examination committee would normally be a specialist in the targeted area and may be from outside the department.

### III. Dissertation

Translation will be a crucial element of the dissertation, which will follow the same guidelines as any dissertation in Comparative Literature. As part of the research and writing of the dissertation, however, students must undertake translation of previously untranslated materials or materials not previously available in a reliable translation, and the finished dissertation must be, in part, concerned with these materials. One member of the student's dissertation committee would normally be a specialist in the targeted area, or a professor associated with translation studies.

## GENERAL POLICIES

### Academic Honesty

As apprentice and practicing teachers, graduate students are expected to be familiar with standards of academic honesty generally and as articulated at UCI every quarter in the *Schedule of Classes* and available on the Web at

[http://www.senate.uci.edu/9\\_IrvineManual/3ASMAppendices/AppendixO8.html](http://www.senate.uci.edu/9_IrvineManual/3ASMAppendices/AppendixO8.html)

and of course they are expected to uphold these standards in their own work. Plagiarism or cheating are only under the most extraordinary circumstances questioned among graduate students. However, one aspect of academic honesty deserves attention.

From time to time, students may find work they are doing in separate courses converging towards related projects or even a single project, and this is not only to be expected, but positively desirable when there is some real overlap in material. In cases where some of the same work might reasonably be submitted in different courses, a couple of principles need to be followed: first, that the permission of every instructor involved be sought in advance of beginning such a project; second, that the total amount of work reflect the number of courses involved. In the case of converging topics, faculty will probably want to see the work submitted in each course. In the case of the single paper submitted in two courses, the faculty in each course will probably want to confer with one another as well as with the student, and the final product should be a project which at least from the perspectives of research, subject matter, and, perhaps length, is doubly substantial. In the more problematic (and much less easy to justify) case of submitting revised versions of work previously handed in for an earlier course, faculty will certainly need to see both early and current versions of the work. Since all of these cases entail extra work for faculty, students should expect that sometimes permissions of this kind will be turned down even when they have intellectual merit.

Once faculty approvals have been obtained, a record must be put in the students file that details the nature of the project with the signatures of the faculty involved; forms for this purpose are available from the Graduate Program Administrator.

As the *UCI Schedule of Classes* reminds us every quarter, it is the policy of the Academic Senate that "Submitting substantial portions of the same work for credit in more than one course without consulting all instructors involved" constitutes "Dishonest Conduct," the consequences of which are likely to be disastrous to a graduate student's career. When in doubt, therefore, graduate students should consult their instructors and inform them of all relevant circumstances.

### **Incompletes**

It goes without saying that courses should be completed before the end of the quarter. To avoid Incompletes students should make wise use of seminar and pro-seminar options, as well as Extended Seminars. An Incomplete that lingers on the transcript may be construed as evidence of unsatisfactory progress and will reduce a student's chances of receiving support. The presence of two Incompletes at any time indicates a failure to make normal progress. A student who requires an Incomplete must negotiate a contract with the instructor and fill out a form available from the Graduate Program Administrator. The contract must indicate reasons for the Incomplete including the status of the work in progress and give a due date for completion of the work. The Director of the Graduate Studies, the student, and the instructor must sign the contract, which goes into the student's file. Students give completed work to the Graduate Program Administrator, who will report that it is in and pass it on to the instructor who will grade it as soon as possible.

Incompletes to be made up before the beginning of the succeeding quarter usually cause no special difficulty. A later due date will receive greater scrutiny and require more substantial justification. Failure to meet the new deadline can generate correspondence with the Associate Dean and jeopardize appointment to a teaching assistantship, which by University policy requires the satisfactory completion of eight units of courses each quarter in addition to the four attached to an assistantship. Beyond the contractual deadline, the School of Humanities makes the last business day of August a checkpoint for Incompletes for the preceding academic year. The School will not allow those with outstanding Incompletes at that time to hold Teaching Assistantships, and may recommend disqualification for students who have not submitted the required work.

For Grading Policy Change, effective Fall 2010 onwards, please go to the link on the Graduate Studies website: [http://www.grad.uci.edu/news/update\\_07\\_2010\\_policy.htm](http://www.grad.uci.edu/news/update_07_2010_policy.htm)

### **Progress Toward the Degree**

Everyone concerned with the Ph.D. program in Comparative Literature has an interest in seeing degrees completed as soon as is consistent with sound professional achievement. Graduate students, especially, gain financially and professionally by finishing in a timely fashion. To prolong the degree is to risk flagging intellectual interest and energy, and there is evidence that a long, drawn-out degree makes the candidate less competitive on the job market.

Each stage of our Ph.D. is designed to be reached in a normative period, and it is to every student's advantage to try to move forward according to those periods. Obviously, illness and unforeseen

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personal circumstances may cause delay, but where these are not at issue, the Department does exert some pressure on the side of normative progress. Students should be aware that lack of reasonable progress is a consideration in the awarding of teaching. In extreme cases it can result in disqualification from the program. Please keep the following points in mind.

1. The M.A. examination should be completed soon after the student has completed nine graduate courses at UCI, and no later than the fifth quarter of residency. Taking the M.A. later than the fifth quarter of residency requires the permission of the Director of Graduate Studies.
2. The usual time to take the qualifying examination is before the end of the fourth year or twelfth quarter of residence. Those who have had one or two years of fellowship are expected to take the qualifying examination by the end of their third year of residence.
3. Within six months of successful completion of the Qualifying Examination, students are expected to have their dissertation prospectus approved via a meeting with their dissertation committee.
4. The requirements for the Ph.D. should be completed in the sixth year of residence. Those who continue beyond that time should be aware that the Graduate Dean's office begins to question whether they should continue. Students who have not completed their degree by the end of their sixth year of residence and who are otherwise eligible for teaching appointments will have a less compelling claim on these appointments than those who have moved more swiftly and deliberately through their course of study. Also, those who have been awarded fellowships, mentorships, and similar compensated non-teaching appointments are expected to make faster progress.
5. Incompletes that extend into the next quarter are discouraged because they inhibit work during that quarter. Only under exceptional circumstances will more than one at a time be allowed. Incomplete work must be finished by the date indicated on the contract and turned in to the graduate administrator. An incomplete unfinished by the last business day in August disqualifies a student for support in fall quarter.

### **Teaching Assistantships**

Some teaching is required of all students, and most students support themselves by it. In the spring, students who wish to teach the following year complete a form that asks what courses they have taught, what they would like to teach, and what special circumstances or qualifications they may have. These applications, along with the student's academic record and teaching evaluations, are considered by a committee made up of the Chair of the Department of English, the Directors of the M.F.A. Program, the Chair of the Department of Comparative Literature, and the Director of Composition, which recommends to the Chair of the Department of English an appropriate level of support for each student. The Chair may offer from one to three quarters of teaching depending on merit and the availability of funds.

The Department discourages students from assuming other jobs while holding teaching assistantships. Students who hold fellowships are not permitted to take other jobs. It is only in exceptional cases that students can enroll less than full time after advancement to candidacy.

### **Renewal of Teaching Assistantships**

Given good academic standing in the program, graduate students can reasonably expect to receive

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twelve quarters before qualifying (becoming ABD) per Graduate Division policy and an additional three quarters after qualifying, for a total of fifteen quarters of TAship from the Department of English: i.e., sections of composition and English 28-through their sixth year in the program. Quarters of TAship not provided by English—for example, TAships in Comparative Literature, Asian American, Women's Studies, Humanities Core, and other departments and programs—are counted in the fifteen quarters above. Under campus guidelines, no student is eligible for more than a total of eighteen quarters of teaching support from any source; this is eligibility for support, and neither a guarantee nor an ironclad entitlement. Recent experience nevertheless tells us that students can reasonably expect funding through the fifteenth quarter or sixth year, whichever comes first. It is important to note that students with poor academic records and poor teaching records risk losing support; all other considerations being equal, students making normative progress toward the degree have a more compelling claim to support than those who do not. Finally, although students can receive up to eighteen quarters of support, priority is normally given to those who have not yet used fifteen quarters.

As noted above, students with more than two Incompletes at any time or with an Incomplete on the last working day of August are not eligible for a teaching assistantship in the Fall.

### **Other Financial Support**

Apart from teaching assistantships, there are a number of other awards. Chancellor's Fellowships, the Murray Krieger Endowed Fellowship in Literary Theory, the Graduate First-Year Fellowship, the Schaeffer Fellowship in Comparative Literature, Regents' and Humanities Pre-Doctoral Fellowships can be awarded to entering students. Students who are working on their dissertations are eligible for an In-Candidacy Fee Offset Grant through their eighteenth quarter of registration. These students may also apply for one-quarter Regents' Dissertation Fellowships, Humanities Dissertation Fellowships, and Summer Dissertation Fellowships. The Strauss Dissertation Fellowship provides a full year of dissertation support. Humanities Research grants, Humanities Center grants, and International Center for Writing and Translation (ICWT) grants, which are awarded for specific research projects, are also available for continuing students. These grants are usually awarded for summer travel. Through the Diversity Fellowship Program, the University offers the Faculty Mentor Program Fellowship and the President's Dissertation Fellowship. The Humanities Research Institute offers fellowship opportunities for advanced UC graduate students to work in collaboration on interdisciplinary topics. We also encourage application for national and international fellowships, and in recent years, our students have received American Association of University Women, Ford Foundation, Fulbright, Huntington, Korea Foundation, Mellon, Newcombe, and Pew grants, and other fellowships.

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